



Preparation Notes



SCHOOL	
NAME	
GRADE	
YEAR	2021/2022

Classroom Program Timetable



Day	1st Period	2nd Period	3rd Period	4th Period	5th Period	6th Period	7th Period	8th Period
Saturday								
Sunday								
Monday								
Tuesday								
Wednesday								
Thursday								

Supervisor of English

The School Manager

Head Teacher

Teacher

The Mission of the School

- The school administration is pleased to announce the school educational mission to achieve the best educational results. The school has a group of distinguished teachers specialized in all fields. They have the necessary efficiency and experience

- We work to create an Islamic generation that believes in our country. A generation that works hard to achieve the aims of the country. A generation that puts the interests of the country in the first place

- A generation that is committed to the morals, customs and good behaviour of the society

- We aim at creating a generation that acquires skills, knowledge and scientific trends through the school activities that support positive behaviour to be able to catch up with the international scientific development

Supervisor of English The School Manager Head Teacher Teacher

Our Point of View

- ☐ ***We believe that our school should be the pioneer. We all work along the same lines. We have a well-prepared team that believes in traditional values and the continuity and development of education that aim at creating a generation that is able to succeed in life***
- ☐ ***We believe that education is a great responsibility. We believe that although our work is very hard, it is wonderful and creative. We are very happy to do our work***
- ☐ ***We believe that distinction in our hard work depends on developed methods, interesting performance and international criteria, so our school should be equipped with the highest standard apparatus accompanied by good performance***
- ☐ ***We believe that there should be a creative staff that is interested in every thing new. A staff that is wonderful in performing a great role resulting from the eternal intention of sincerity and good will***
- ☐ ***We believe that our students are good by nature and talented through our care. They are able to create. Their aims are to succeed in life and realize God's contentment***
- ☐ ***We believe in debate and discussion through our open channels with all parties. We value and respect all views and suggestions. We are keen to accept all that is reasonable and applicable***
- ☐ ***Our hopes and aspirations are limitless. We believe that others can not achieve what we can really do, depending on God. We will reach our aims through patience and industry***
- ☐ ***We believe that reaching the summit is something great. It's a real achievement***

Supervisor of English The School Manager Head Teacher Teacher

Objectives of Teaching English as a foreign language

General Objectives

a : To acquire and develop the four language skills integratively.

b : To help the students communicate in English within the limited scope of the number of hours allocated to the course

c : Consequently, learning the first foreign language may be considered as a basis the students can build on at a later stage

Specific Objectives

a : To enable the students to understand the lexical items, syntactic structures, phonological features and functional items they are exposed to within the limits of what they have acquired

b : To enable the students to express themselves orally in English through the use of simple expressions and sentences, taking into account the correct pronunciation

The Four Skills

Teaching will aim at acquiring and developing all skills in an integrated way for most of the time

a : Listening.

.Distinguishing sounds and words -

.Understanding a limited range of vocabulary items -

Understanding simple sentences, questions, instructions and directions and responding to them

.Understanding a wider range of vocabulary -

.Understanding different forms of questions -

.Identifying topics of situational dialogues -

b : Speaking.

.Producing words and sentences -

.Producing short utterances -

.Taking part in simple dialogues -

.Producing questions and answers -

.Re-telling a story -

.Making simple requests -

.Telling a story or dramatizing it as a play -

c : Reading.

.Identifying a range of vocabulary items -

.Responding appropriately to simple sentences and short paragraphs -

.Scanning and skimming texts for information -

.Answering questions on a text -

d : Writing.

.Completing and constructing simple sentences -

.Writing a letter following instructions -

-Writing a paragraph by answering questions or any other kind of guidance

Supervisor of English The School Manager Head Teacher Teacher

Ministry of Education
ELT Counsellor's Office

توزيع منهج اللغة الإنجليزية
للمصف الثالث الإعدادي
الفصل الدراسي الأول
للعام الدراسي 2021 / 2022م
First Term

Months	New Hello! English for Preparatory Schools Year One (SB + WB)	
October	Unit 1 + 2	
November	Unit 3 + Review A + Unit 4	
December	Units 5 + 6 + Review B	
January 2022	General Revision	

الفصل الدراسي الثاني
Second Term

Months	New Hello! English for Preparatory Schools Year One (SB + WB)	
February	Unit 7	
March	Units 8 + 9 + Review C + Unit 10	
April	Units 11 + 12 + Review D	
May	General Revision	

مدير عام تنمية مادة اللغة الإنجليزية
[إيمان محمود يوسف محمود]

للموجه العام

**Monthly Distribution of EFL Syllabus
Third Year Preparatory
2021/2022**

Preparatory Third Year

First Term

Month	New Hello ! English for preparatory Schools YEAR Three (SB + WB)
October	unit 1 +2
November	Units : 3 + Review A + Unit 4
December	Units : 5+ 6 + Review B
January 2022	General Revision

Second Term

Month	New Hello ! English for preparatory Schools YEAR Three (SB + WB)
February	Units : 7
March	Units : 8+ 9+ Review C + Unit 10
April	Units :11+ 12+ Review D
May	General Revision

Supervisor of English
Talaat Abu Arab

The School Manager
Sahar El-Bagory

Head Teacher
Maysa Gabr

Teacher
Hani Shaker

The General Objectives of Teaching English for the Intermediate Stage in the prep. cycle

By the end of the Intermediate Stage and within the assigned structures and vocabulary for this stage , pupils should be able :-

- 1-To develop positive attitudes towards learning foreign language .
- 2-To enable pupils to appreciate the importance of English in the progress of science and technology both national and international levels.
- 3-To encourage the skill of listening ,speaking ,reading and writing in an integrates way with the focus on the development of communications skills .
- 4-To develop the ability of extract information from a listening or reading text through different forms of mass media.
- 5-To train pupils in the skills of logical and critical thinking .
- 6-To provide for self-realization focusing on this concept through assigning tasks to pupils which contribute to the purpose .
- 7-To train the pupils in problem-solving co-operative learning and the use of different learning resources .
- 8-To train the pupils to practice positively in dialogues and to respect the opinions of the others "e.g. through debate and discussion."
- 9-To develop skills for learner-autonomy by enabling pupils to acquire a set of learning strategies "e.g. problem-solving , discovery learning , creative thinking and critical reading."
- 10-To develop moral and social values in pupils by encouraging attitudes of tolerance co-operation and team work.

Supervisor of English

The School Manager

Head Teacher

Teacher

Scope and sequence

Module 1: Where I live	Skills	Language	Life Skills, Values and Issues
	1 Around town		Page 2
	<p>Reading: A description of Ismailia; maps, posters and timetables; accounts of forms of transport; a botanical garden's brochure; an email about meeting a friend</p> <p>Writing: A fact file; a paragraph about your city; a reply to an email; a text invite</p> <p>Listening: Giving and following directions; people talking about their city; a discussion at a train station; making suggestions for a day out</p> <p>Speaking: Giving directions; talking about your city or village; discussing timetables and public transport; making suggestions</p>	<p>Prepositions of time and place (revision) On Friday afternoon, I often go to Lake Timsah. I have tennis lessons at the sports centre at 9 am.</p> <p>The present simple for scheduled events What time does the exhibition start? The first metro train leaves at 8.20. The film starts at nine o'clock.</p>	<p>Life Skills: Decision making; respect for diversity Issues: Citizenship; loyalty</p>
	2 Let's go shopping		Page 12
	<p>Reading: An online support message; an advert for handicrafts; online reviews</p> <p>Writing: Emails asking for and giving information about handicrafts; an online review</p> <p>Listening: A radio advert; a conversation in a shop; a phone call making a complaint</p> <p>Speaking: Talking about things in the home; buying something in a shop; asking about shopping habits; describing a problem with technology; making a complaint</p>	<p>The comparative and superlative (revision) Televisions are more expensive than kettles. The most useful thing in my kitchen is the fridge. It is better to buy clothes in shops than online. both, either, neither I want to buy both a drink and a snack. We can get either a free speaker or a free film. Neither Fares nor Imad can come to the beach.</p>	<p>Life Skills: Self-management; keeping calm Values: Self-esteem; independence Issues: Citizenship; awareness of rights</p>
	3 My community		Page 22
	<p>Reading: An article about a plan to help people; a community social network page; David Copperfield; an online message about a community project</p> <p>Writing: An article about how to help people; a social network message about a community problem; a survey about your community</p> <p>Listening: A conversation about a community survey; a discussion at a community meeting; people greeting and introducing each other</p> <p>Speaking: Describing communities and community problems; using formal and informal introductions and greetings</p>	<p>Present continuous for future plans and arrangements (revision) We're starting a project next month. They're discussing this problem at the next community meeting.</p> <p>Going to for future plans and intentions (revision) We're going to start our own social network service. The street is going to be closed on Saturday.</p> <p>Adjectives ending in -ing or -ed The handball match was exciting. I am excited to watch the match.</p>	<p>Life Skills: Respect for diversity; participation; responsible behaviour Values: Coexistence; acceptance of others; participation; respect Issues: Citizenship; loyalty and belonging; Issues of globalisation; digital citizenship; Discrimination issues: discrimination against the elderly, women, children and people with special needs</p>
Review A Revision of Units 1-3			Page 32

Skills Language Life Skills, Values and Issues

4 Have you ever travelled by plane?

Page 34

Reading: A report about experiences; texts about life experiences; *The Adventures of Tom Sawyer* and *The Adventures of Huckleberry Finn*; a text about someone's life
Writing: A story about something that happened in your life; a timeline of a person's life events; a biography of a person
Listening: An interview about someone's life; an account of something bad that happened to someone
Speaking: Talking about experiences; asking and answering questions about experiences; telling a story

The past simple (revision)
Last year, I visited Cairo.
We moved to the city three years ago.

The present perfect with ever or never
Have you ever been to a football match?
They have never travelled by a plane.

The present perfect with for and since
We've been married for over 50 years.
They've known each other for a long time.

Life Skills: Communication
Values: Work ethics
Issues: National unity

5 Young role models

Page 44

Reading: A text about a business person; a biography of a friend; an article about a sports tournament; a biography of a tennis player
Writing: A description of someone's job; a paragraph about a tournament or a competition; a biography of a role model
Listening: A conversation about a role model; an interview with an inventor; a conversation sharing good news
Speaking: Discussing jobs; talking about sports tournaments; responding to good news

The past simple and the present perfect (revision)
Sami passed his exams last week.
I have visited lots of interesting cities in my country.

The present perfect with yet and already
She hasn't been to another country yet.
Has she learnt a musical instrument yet?
She's played in two concerts already.

Life Skills: Respect for diversity
Values: Transparency and honesty; safely give and receive feedback
Issues: Issues of globalisation; leading role models

6 What's wrong?

Page 54

Reading: An online problem page; a blog about a problem; a news article about mindfulness; a case study about a problem
Writing: A response to a blog; a paragraph about ways to relax; an email of apology; an email suggesting how to help a friend; a poster helping people with mental health issues
Listening: A conversation about teenage problems; a discussion about mindfulness; people talking about and responding to problems
Speaking: Discussing teenage worries; showing that you are listening; suggesting solutions to problems

must / mustn't; have to / don't have to; should / shouldn't; might (revision)
Friends must keep secrets.
I have to be good at science subjects.
You don't have to see this as a negative thing.
You should talk to them.
They might be more understanding than you think.

had to / didn't have to; was / wasn't able to; could / couldn't
I had to tell my parents. I didn't have to do what my friends suggested.
I was able to say sorry to Fawzi.
They couldn't understand why I did it.

Life Skills: Empathy
Values: Objectivity; good listening to others; Self-esteem and coexistence
Issues: Health and population issues; therapeutic health, preventative health

Review B Revision of Units 4-6

Page 64

Course : New Hello for Preparatory
Stage : Prep.....Grade 3 **Unit one**
Unit title : Around town



Date								
Period								
Class								

Unit 1 (Around town) Lesson 1 SB page 2-3 WB page 72

Learning Objectives

Attitude :

Skills :

Knowledge :

Reading: A description of Ismailia, maps , posters and timetables- accounts of forms of transport, a botanical garden 's brochure , an email about meeting a friend .

Writing: A fact file , a short text about your city , a reply to an email , a text invite .

Listening: Giving and following directions , people talking about their city , a discussion at a train station , making suggestions for a day out .

Speaking: • Giving directions , talking about your city or village , discussing timetables and public transport , making suggesting .

Language: prepositions of time and place , The present simple for scheduled events .

Life Skills : Decision making , respect for diversity .

Issues: Citizenship , loyalty

Values: Coexistence , Love our city or village.

Teaching strategies: Brainstorming /pair work / group work /Cooperative work /Discussion &Role Play.

Resources needed : workbook /Ss book /Dictionary /Audio files(EKB) / Video per unit (EKB) .

Teaching aids : CD – the board .

Review: Mini – dialogue: Amir : What's your name?
Sara:

Warm up :Do you love family?

Presentations

Vocabulary:

Structures:

Practice :

Discuss : 1 Read where some places are. Can you find which places they are on the map?.

Research : Find out some facts about an aquarium or botanical gardens in Egypt.

Find: Look through the unit. How many people live in Ismailia?

Listening :1 Dalia wants to go to the library .Listen and under the phrases her friend Mona uses to give her directions from the station .

Language :2 Match the phrases from Exercise 1 to the pictures .

3 Look at the map on page 2 . Samir is at the sports centre .He wants to go to the museum . Complete the directions ,then listen and check .

Speaking : EX4 Work in pairs. Take turns at giving directions to these places .

Feedback :

Assessment :

Learning Outcomes : Ss develop their text scanning skills by searching information .

Ss access learning materials .

Home assignment : Ss are asked to complete workbook 's activities .

Evaluation :

Designed by Mr: H

Course : New Hello for Preparatory
Stage : Prep.....Grade 3 **Unit one**
Unit title : Around town



Date								
Period								
Class								

Unit 1 (Around town) Lesson 2 SB page 4-5 WB page 73

Learning Objectives

Attitude :

Skills :

Knowledge :

Reading: A description of Ismailia, maps , posters and timetables- accounts of forms of transport, a botanical garden 's brochure , an email about meeting a friend .

Writing: A fact file , a short text about your city , a reply to an email , a text invite .

Listening: Giving and following directions , people talking about their city , a discussion at a train station , making suggestions for a day out .

Speaking: • Giving directions , talking about your city or village , discussing timetables and public transport , making suggesting .

Language: prepositions of time and place , The present simple for scheduled events .

Life Skills : Decision making , respect for diversity .

Issues: Citizenship , loyalty

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Teaching strategies: Brainstorming /pair work / group work /Cooperative work /Discussion &Role Play.

Resources needed : workbook /Ss book /Dictionary /Audio files(EKB) / Video per unit (EKB) .

Teaching aids : CD – the board .

Review:

Warm up :

Presentations

Vocabulary:

Structures:

Practice :

Reading: 1 Read about Ismailia and put the photos in the correct order .

2 Read the text again and complete the fact file about Ismailia .

Writing and speaking 3 work in pairs . compare Ismailia with your village or city .

4 Now complete a fact file for your city or village in your notebook.

Language :5 Complete the sentences with the correct preposition

Listening :6 listen to Nader and Judy talking about where they live .Are these sentences true (t) or false (f)?correct the false sentences .

7 Listen again and complete the sentences .

Writing :Write a paragraph of 100 words about your city .

Feedback :

Assessment :

Learning Outcomes :

Home assignment : Ss are asked to complete workbook 's activities .

Evaluation :

Course : New Hello for Preparatory
Stage : Prep.....Grade 3 **Unit one**
Unit title : Around town



Date								
Period								
Class								

Unit 1 (Around town) Lesson 3 SB page 6-7 WB page 74

Learning Objectives

Attitude :

Skills :

Knowledge :

Reading: A description of Ismailia, maps , posters and timetables- accounts of forms of transport, a botanical garden 's brochure , an email about meeting a friend .

Writing: A fact file , a short text about your city , a reply to an email , a text invite .

Listening: Giving and following directions , people talking about their city , a discussion at a train station , making suggestions for a day out .

Speaking: • Giving directions , talking about your city or village , discussing timetables and public transport , making suggesting .

Language: prepositions of time and place , The present simple for scheduled events .

Life Skills : Decision making , respect for diversity .

Issues: Citizenship , loyalty

Values: Coexistence , Love our city or village.

Teaching strategies: Brainstorming /pair work / group work /Cooperative work /Discussion &Role Play.

Resources needed : workbook /Ss book /Dictionary /Audio files(EKB) / Video per unit (EKB) .

Teaching aids : CD – the board .

Review:

Warm up :

Presentations

Vocabulary:

Structures:

Practice :

Reading :1 look at the information in the poster and metro map on the phone .Match to make sentences .

2 look at the information again and answer the questions.

3 Khalid is going to space Exhibition from the city university. Use the information from Exercise 1 to complete the chat with Fawzi

Language4 complete the questions and sentences with the present simple of the verbs in the box .

5 Imagine that you are in Cairo . Look at the timetables and answer the questions

Listening6 Listen to Nadia and her mother . Where are they ?

7 Listen again and answer the questions

Writing :Nadia gets a text message below from her friend Amira . wite a reply using the information from Exercise 7.

Feedback :

Assessment :

Learning Outcomes :

Home assignment : Ss are asked to complete workbook 's activities .

Evaluation :

Designed by Mr: H

Course : New Hello for Preparatory
Stage : Prep.....Grade 3 **Unit one**
Unit title : Around town



Date								
Period								
Class								

Unit 1 (Around town) Lesson 4 SB page 8 WB page 75

Learning Objectives

Attitude :

Skills :

Knowledge :

Reading: A description of Ismailia, maps , posters and timetables- accounts of forms of transport, a botanical garden 's brochure , an email about meeting a friend .

Writing: A fact file , a short text about your city , a reply to an email , a text invite .

Listening: Giving and following directions , people talking about their city , a discussion at a train station , making suggestions for a day out .

Speaking: • Giving directions , talking about your city or village , discussing timetables and public transport , making suggesting .

Language: prepositions of time and place , The present simple for scheduled events .

Life Skills : Decision making , respect for diversity .

Issues: Citizenship , loyalty

Values: Coexistence , Love our city or village.

Teaching strategies: Brainstorming /pair work / group work /Cooperative work /Discussion &Role Play.

Resources needed : workbook /Ss book /Dictionary /Audio files(EKB) / Video per unit (EKB) .

Teaching aids : CD – the board .

Review:

Warm up :

Presentations

Vocabulary:

Structures:

Practice :

Speaking :1 look at the photos . Which of these types of transport do you use ? When do you use them ?

Reading2 Read the texts and answer the questions

3 Read the texts again. Write the types of transport next to the words and phrases the girls use to describe them can you add any words ?.

Speaking :

4 Discuss the questions in pairs . Which way do you like to travel ? why ?

Feedback :

Assessment :

Learning Outcomes :

Home assignment : Ss are asked to complete workbook 's activities .

Evaluation :

Course : New Hello for Preparatory
Stage : Prep.....Grade 3 **Unit one**
Unit title : Around town



Date								
Period								
Class								

Unit 1 (Around town) Lesson 5 SB page 9 WB page 76

Learning Objectives

Attitude :

Skills :

Knowledge :

Reading: A description of Ismailia, maps , posters and timetables- accounts of forms of transport, a botanical garden 's brochure , an email about meeting a friend .

Writing: A fact file , a short text about your city , a reply to an email , a text invite .

Listening: Giving and following directions , people talking about their city , a discussion at a train station , making suggestions for a day out .

Speaking: • Giving directions , talking about your city or village , discussing timetables and public transport , making suggesting .

Language: prepositions of time and place , The present simple for scheduled events .

Life Skills : Decision making , respect for diversity .

Issues: Citizenship , loyalty

Values: Coexistence , Love our city or village.

Teaching strategies: Brainstorming /pair work / group work /Cooperative work /Discussion &Role Play.

Resources needed : workbook /Ss book /Dictionary /Audio files(EKB) / Video per unit (EKB) .

Teaching aids : CD – the board .

Review:

Warm up :

Presentations

Vocabulary:

Structures:

Practice :

Listening:

1 Listen to the conversation. Why doesn't Basel want to go to the sports centre, park or the museum?

2 O)Choose the correct words that Basel and Taher use to make and respond to suggestions. Listen again to check your answers.

3 Look at the phrases in Exercise 2 and answer the questions.

Speaking :,

* Work in pairs. Use the photographs to make suggestions to meet up and agree on an activity.

Feedback :

Assessment :

Learning Outcomes :

Home assignment : Ss are asked to complete workbook 's activities .

Evaluation :

Course : New Hello for Preparatory
Stage : Prep.....Grade 3 **Unit one**
Unit title : Around town



Date								
Period								
Class								

Unit 1 (Around town) Lesson 6 SB page 10 WB page 77

Learning Objectives

Attitude :

Skills :

Reading: To identify pictures from a written description

Writing: To complete sentences with possessive adjectives (Workbook)

Reading: A description of Ismailia, maps , posters and timetables- accounts of forms of transport, a botanical garden 's brochure , an email about meeting a friend .

Writing: A fact file , a short text about your city , a reply to an email , a text invite .

Listening: Giving and following directions , people talking about their city , a discussion at a train station , making suggestions for a day out .

Speaking: • Giving directions , talking about your city or village , discussing timetables and public transport , making suggesting .

Language: prepositions of time and place , The present simple for scheduled events .

Life Skills : Decision making , respect for diversity .

Issues: Citizenship , loyalty

Values: Coexistence , Love our city or village.

Teaching strategies: Brainstorming /pair work / group work /Cooperative work /Discussion &Role Play.

Resources needed : workbook /Ss book /Dictionary /Audio files(EKB) / Video per unit (EKB) .

Teaching aids : CD – the board .

Review:

.....

Warm up :

Presentations

Vocabulary:

Structures:

Practice :

Reading

- 1 Look at the brochure and find the following information.
- 2 Read the email from Reem. What is Reem sending to Azza?
- 3 Read the email again and answer the questions.

Writing

4 Write Azza's reply to Reem's emailFeedback :

Assessment :

Learning Outcomes :

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Home assignment : Ss are asked to complete workbook 's activities .

Evaluation :

Designed by Mr: H

Course : New Hello for Preparatory
Stage : Prep.....Grade 3 **Unit one**
Unit title : Around town



Date								
Period								
Class								

Unit 1 (Around town) Lesson 7 SB page 11 WB page 78

Learning Objectives

Attitude :

Skills :

Knowledge :

Reading: A description of Ismailia, maps , posters and timetables- accounts of forms of transport, a botanical garden 's brochure , an email about meeting a friend .

Writing: A fact file , a short text about your city , a reply to an email , a text invite .

Listening: Giving and following directions , people talking about their city , a discussion at a train station , making suggestions for a day out .

Speaking: • Giving directions , talking about your city or village , discussing timetables and public transport , making suggesting .

Language: prepositions of time and place , The present simple for scheduled events .

Life Skills : Decision making , respect for diversity .

Issues: Citizenship , loyalty

Values: Coexistence , Love our city or village.

Teaching strategies: Brainstorming /pair work / group work /Cooperative work /Discussion &Role Play.

Resources needed : workbook /Ss book /Dictionary /Audio files(EKB) / Video per unit (EKB) .

Teaching aids : CD – the board .

Review:

Warm up :

Presentations

Vocabulary:

Structures:

Practice :

Review

1 Match the words to the photos.

2 Look at the map. Where do these directions take you?

3 Work in pairs. Take turns to

4 choose two places on the map. Ask your partner for directions between them.

Feedback :

Assessment :

Learning Outcomes :

Home assignment : Ss are asked to complete workbook 's activities .

Evaluation :

Course : New Hello for Preparatory

Stage : Prep.....Grade 3

Unit two

Unit title : Let 's go shopping



Date								
Period								
Class								

Unit 2 (Let 's go shopping)Lesson 1 SB page 12-13 WB page 79

Learning Objectives

Attitude :

Skills :

Knowledge :

Reading : An online support message , an advert for handicrafts , online reviews .

Writing : Emails asking for and giving information about handicrafts

Listening : A radio advert , a conversation in a shop , a phone call making a complaint .

Speaking : Speaking about things in the home , buying something in a shop , asking about shopping habits , describing a problem with technology , making a complaint .

Language : The comparative and superlative – both , either , neither

Life Skills

Resilience , keeping calm

Issues : Citizenship , awareness of rights

Values : Self-esteem, Independence ..

Teaching strategies : Brainstorming /pair work / group work /Cooperative work /Discussion &Role Play.

Resources needed : workbook /Ss book /Dictionary /Audio files(EKB) / Video per unit (EKB) .

Teaching aids : CD – the board .

Review :

Warm up :

Presentations

Vocabulary :

Structures :

Practice :

DISCUSS

Research

find

Speaking

1 Work in pairs . Discuss the questions .

Language

2 Complete the sentences with the correct form of the adjective in brackets.

Listening

3 Look at the advert and discuss the questions in pairs.

4 Listen again and complete the information .

Feedback :

Assessment :

Learning Outcomes :

Home assignment : Ss are asked to complete workbook 's activities .

Evaluation :

Course : New Hello for Preparatory

Stage : Prep.....Grade 3

Unit two

Unit title : Let 's go shopping



Date								
Period								
Class								

Unit 2 (Let 's go shopping)Lesson 2 SB page 14-15 WB page 80

Learning Objectives

Attitude :

Skills :

Knowledge :

Reading : An online support message , an advert for handicrafts , online reviews .

Writing : Emails asking for and giving information about handicrafts

Listening : A radio advert , a conversation in a shop , a phone call making a complaint .

Speaking : Speaking about things in the home , buying something in a shop , asking about shopping habits , describing a problem with technology , making a complaint .

Language : The comparative and superlative – both ,either , neither

Life Skills Resilience , keeping calm

Issues : Citizenship , awareness of rights

Values : Self-esteem, Independence ..

Teaching strategies : Brainstorming /pair work / group work /Cooperative work /Discussion &Role Play.

Resources needed : workbook /Ss book /Dictionary /Audio files(EKB) / Video per unit (EKB) .

Teaching aids : CD – the board .

Review :

Warm up :

Presentations

Vocabulary :

Structures :

Practice :

Listening 1 Look at the advert and discuss the questions in pairs.

2 Listen to the conversation in a shop. What type of TV does the man want? 3 Listen again and circle the correct words.

4 Complete the sentences from the listening with the present simple or continuous form of the verbs from the box.

5 Who said the sentences in Exercise 4? Write C for the customer and SA for the shop assistant. Listen again and check your answers.

Speaking Speaking student A: YOU are a customer. Tell the shop assistant what you

Language 7 Complete the sentences from the conversation in the shop with both...(and), either ...(or) or neither ...(nor). Then listen and check.

Speaking 8 Look at the survey. Complete the first column in the table with your answers. _Work in a group of three. Ask the people in your group questions using either to complete columns 2 and 3.

Writing TO Write sentences in your notebook about the information in the survey using both, neither, all or none of us. Work in a group of three. Ask the people in your group questions using either to complete columns 2 and 3.

Writing TO Write sentences in your notebook about the information in the survey using both, neither, all or none of us.

Feedback : **Assessment** :

Learning Outcomes :

Home assignment : Ss are asked to complete workbook 's activities **Evaluation**.....

Course : New Hello for Preparatory

Stage : Prep.....Grade 3

Unit two

Unit title : Let 's go shopping



Date								
Period								
Class								

Unit 2 (Let 's go shopping)Lesson 3 SB page 16-17 WB page 81

Learning Objectives

Attitude :

Skills :

Knowledge :

Reading : An online support message , an advert for handicrafts , online reviews .

Writing : Emails asking for and giving information about handicrafts

Listening : Aradio advert , a conversation in a shop , a phone call making a complaint .

Speaking : Speaking about things in the home , buying something in a shop , asking about shopping habits , describing a problem with technology , making a complaint .

Language : The comparative and superlative – both ,either , neither

Life Skills

Resilience , keeping calm

Issues : Citizenship , awareness of rights

Values : Self-esteem, Independence ..

Teaching strategies : Brainstorming /pair work / group work /Cooperative work /Discussion &Role Play.

Resources needed : workbook /Ss book /Dictionary /Audio files(EKB) / Video per unit (EKB) .

Teaching aids : CD – the board .

Review :

Warm up :

Presentations

Vocabulary

Structures

Practice

Reading

1 Read the conversation below. Who is Aya talking to? What are they talking about?

2 Match the verbs from the conversation to the pictures. Listen and check.

3 Read the conversation again. Are these sentences true (T) or false (F)? Correct the false sentences.

Language

Look at the pictures .complete the sentences with the correct past form of verbs in brackets .

Speaking

Work in pairs .

Feedback :

Assessment :

Learning Outcomes :

Home assignment : Ss are asked to complete workbook 's activities .

Evaluation :

Designed by Mr: H

Course : New Hello for Preparatory

Stage : Prep.....Grade 3

Unit two

Unit title : Let 's go shopping



Date								
Period								
Class								

Unit 2 (Let 's go shopping) Lesson 4 SB page 18 WB page 82

Learning Objectives

Attitude :

Skills :

Knowledge :

Reading : An online support message , an advert for handicrafts , online reviews .

Writing : Emails asking for and giving information about handicrafts

Listening : Aradio advert , a conversation in a shop , a phone call making a complaint .

Speaking : Speaking about things in the home , buying something in a shop , asking about shopping habits , describing a problem with technology , making a complaint .

Language : The comparative and superlative – both ,either , neither

Life Skills

Resilience , keeping calm

Issues : Citizenship , awareness of rights

Values : Self-esteem, Independence ..

Teaching strategies : Brainstorming /pair work / group work /Cooperative work /Discussion &Role Play.

Resources needed : workbook /Ss book /Dictionary /Audio files(EKB) / Video per unit (EKB) .

Teaching aids : CD – the board .

Review :

Warm up :

Presentations

Vocabulary

Structures

Practice

Reading

1 Read the advert for some traditional Egyptian handicrafts. Which one do you like the best?

2 Read the advert again and answer the questions.

Writing

3 Imagine that you work for a shop in another country. You want to buy some items from Egyptian handicrafts to sell.

Plan an email using the following information

4 Now complete the email below using the information from your plan.

5 Work in pairs. Imagine that you work for Egyptian Handicrafts. Read your partner's email and write a reply. Remember to answer their questions.

Feedback :

Assessment :

Learning Outcomes :

Home assignment : Ss are asked to complete workbook 's activities .

Evaluation :

Designed by Mr: H

Course : New Hello for Preparatory

Stage : Prep.....Grade 3

Unit two

Unit title : Let 's go shopping



Date								
Period								
Class								

Unit 2 (Let 's go shopping) Lesson 5 SB page 19 WB page 83

Learning Objectives

Attitude :

Skills :

Knowledge :

Reading : An online support message , an advert for handicrafts , online reviews .

Writing : Emails asking for and giving information about handicrafts

Listening : Aradio advert , a conversation in a shop , a phone call making a complaint .

Speaking : Speaking about things in the home , buying something in a shop , asking about shopping habits , describing a problem with technology , making a complaint .

Language : The comparative and superlative – both ,either , neither

Life Skills

Resilience , keeping calm

Issues : Citizenship , awareness of rights

Values : Self-esteem, Independence ..

Teaching strategies : Brainstorming /pair work / group work /Cooperative work /Discussion &Role Play.

Resources needed : workbook /Ss book /Dictionary /Audio files(EKB) / Video per unit (EKB) .

Teaching aids : CD – the board .

Review :

Warm up :

Presentations

Vocabulary

Structures

Practice

Listening

1 Listen to Ali calling Egyptian Handicrafts about some items he ordered. How is Ali feeling? Why?

2 Listen again. Complete the order form.Language

3 Listen again and complete the sentences.

4 Look at the phrases in Exercise 3. Which phrases do you use for: » making a complaint? |I , • answering a complaint?

Speak ing

5 Work in pairs. Take turns to be A and B and use the expressions from Exercise 3.

Feedback :

Assessment :

Learning Outcomes :

Home assignment : Ss are asked to complete workbook 's activities .

Evaluation :

Course : New Hello for Preparatory

Stage : Prep.....Grade 3

Unit two

Unit title : Let 's go shopping



Date								
Period								
Class								

Unit 2 (Let 's go shopping) Lesson 6 SB page 20 WB page 84

Learning Objectives

Attitude :

Skills :

Knowledge :

Reading : An online support message , an advert for handicrafts , online reviews .

Writing : Emails asking for and giving information about handicrafts

Listening : Aradio advert , a conversation in a shop , a phone call making a complaint .

Speaking : Speaking about things in the home , buying something in a shop , asking about shopping habits , describing a problem with technology , making a complaint .

Language : The comparative and superlative – both ,either , neither

Life Skills

Resilience , keeping calm

Issues : Citizenship , awareness of rights

Values : Self-esteem, Independence ..

Teaching strategies : Brainstorming /pair work / group work /Cooperative work /Discussion &Role Play.

Resources needed : workbook /Ss book /Dictionary /Audio files(EKB) / Video per unit (EKB) .

Teaching aids : CD – the board .

Review :

Warm up :

Presentations

Vocabulary

Structures

Practice

Reading

1 Work in pairs .look at the texts and answer the questions

2 Read the text again. Tick () if the review says something positive , put () if it says something negative and put (-) if it doesn't say anything.

Writing

3 Write a review of something you or your family bought online .

Feedback :

Assessment :

Learning Outcomes :

Home assignment : Ss are asked to complete workbook 's activities .

Evaluation :

Course : New Hello for Preparatory

Stage : Prep.....Grade 3

Unit two

Unit title : Let 's go shopping



Date								
Period								
Class								

Unit 2 (Let 's go shopping) Lesson 7 SB page 21 WB page 85

Learning Objectives

Attitude :

Skills :

Knowledge :

Reading : An online support message , an advert for handicrafts , online reviews .

Writing : Emails asking for and giving information about handicrafts

Listening : Aradio advert , a conversation in a shop , a phone call making a complaint .

Speaking : Speaking about things in the home , buying something in a shop , asking about shopping habits , describing a problem with technology , making a complaint .

Language : The comparative and superlative – both ,either , neither

Life Skills

Resilience , keeping calm

Issues : Citizenship , awareness of rights

Values : Self-esteem, Independence ..

Teaching strategies : Brainstorming /pair work / group work /Cooperative work /Discussion &Role Play.

Resources needed : workbook /Ss book /Dictionary /Audio files(EKB) / Video per unit (EKB) .

Teaching aids : CD – the board .

Review :

Warm up :

Presentations

Vocabulary

Structures

Practice

Review

1 Match the words to the paragraphs .

2 Look and complete the sentences about the shops using the words in brackets .

3 Complete the sentences with the correct form of the verb in brackets ..

4 Write an online review of a jewellery box in your notebook . Use the information in the box .

Feedback :

Assessment :

Learning Outcomes :

Home assignment : Ss are asked to complete workbook 's activities .

Evaluation :

Course : New Hello for Preparatory

Stage : Prep.....Grade 3

Unit three

Unit title : My community



Date								
Period								
Class								

Unit 3 (My community) Lesson 1 SB page 22-23 WB page 86

Learning Objectives

Attitude :

Skills :

Knowledge :

Reading An article about a plan to help people , a community social network page , David Copperfield , an online message about a community project .

Writing An article about how to help people , a social network message about a community problem , a survey about community

Listening A conversation about a community survey , a discussion at community meeting , people greeting and introducing each other .

Speaking Describing communities and community problems , using formal and informal introductions and greetings .

Language Present continuous for future plans and arrangements – Going to for future plans intentions – Adjectives ending in –ing or -ed

Life Skills Respect for diversity: participation , responsible behaviour.

Values Coexistence , acceptance of others , participation , respect .

Issues Citizenship , loyalty and belonging , issues of globalization , digital citizenship , Discrimination .

Teaching strategies: Brainstorming /pair work / group work /Cooperative work /Discussion &Role Play.

Resources needed : workbook /Ss book /Dictionary /Audio files(EKB) / Video per unit (EKB) .

Teaching aids : CD – the board .

Review:

Warm up :

Presentations

Vocabulary:

Structures:

Practice :

Discuss :

Find :

Research :

Listening

1 Listen to Fareed and Salah talking about the community survey. What facilities do they talk about?

2 Listen again and answer the questions.

Speaking

3 Discuss the questions in small groups.

Feedback :

Assessment :

Learning Outcomes :

Home assignment : Ss are asked to complete workbook 's activities .

Evaluation :

Designed by Mr: H

Course : New Hello for Preparatory

Stage : Prep.....Grade 3

Unit three

Unit title : My community



Date								
Period								
Class								

Unit 3 (My community) Lesson 2 SB page 24-25 WB page 87

Learning Objectives

Attitude :

Skills : :

Knowledge : :

Reading An article about a plan to help people , a community social network page , David Copperfield , an online message about a community project .

Writing An article about how to help people , a social network message about a community problem , a survey about community

Listening A conversation about a community survey , a discussion at community meeting , people greeting and introducing each other .

Speaking Describing communities and community problems , using formal and informal introductions and greetings .

Language Present continuous for future plans and arrangements – Going to for future plans intentions – Adjectives ending in -ing or -ed

Life Skills Respect for diversity: participation , responsible behaviour.

Values Coexistence , acceptance of others , participation , respect .

Issues Citizenship , loyalty and belonging , issues of globalization , digital citizenship , Discrimination .

Teaching strategies: Brainstorming /pair work / group work /Cooperative work /Discussion &Role Play.

Resources needed : workbook /Ss book /Dictionary /Audio files(EKB) / Video per unit (EKB) .

Teaching aids : CD – the board .

Review:

Warm up :

Presentations

Vocabulary:

Structures:

Practice :

Reading 1 Look at the photo of a village in Egypt .What problems do you think some of the people who live here have?

2 Read about the decent life Initiative . What is it doing about the problems that you discussed in Exercise 1?

3 Look at the words in bold in the text . Match the words with the phrases and the definitions .

4 Read the article again and answer the questions.

5 Complete the sentences with the correct form of the adjective using the words in Brackets

Speaking : 6 Discuss the questions in pairs

Writing 7 Plan for a short article for a website about what you can do to help people in your community

Feedback :

Assessment :

Learning Outcomes :

Home assignment : Ss are asked to complete workbook 's activities .

Evaluation :

Course : New Hello for Preparatory

Stage : Prep.....Grade 3

Unit three

Unit title : My community



Date								
Period								
Class								

Unit 3 (My community) Lesson 3 SB page 26-27 WB page 88

Learning Objectives

Attitude :

Skills :

Knowledge :

Reading An article about a plan to help people , a community social network page , David Copperfield , an online message about a community project .

Writing An article about how to help people , a social network message about a community problem , a survey about community

Listening A conversation about a community survey , a discussion at community meeting , people greeting and introducing each other .

Speaking Describing communities and community problems , using formal and informal introductions and greetings .

Language Present continuous for future plans and arrangements – Going to for future plans intentions – Adjectives ending in -ing or -ed

Life Skills Respect for diversity: participation , responsible behaviour.

Values Coexistence , acceptance of others , participation , respect .

Issues Citizenship , loyalty and belonging , issues of globalization , digital citizenship , Discrimination .

Teaching strategies: Brainstorming /pair work / group work /Cooperative work /Discussion &Role Play.

Resources needed : workbook /Ss book /Dictionary /Audio files(EKB) / Video per unit (EKB) .

Teaching aids : CD – the board .

Review:

Warm up :

Presentations

Vocabulary:

Structures:

Practice :

Speaking : 1 Discuss the questions in pairs .

Listening 2 Listen to people at a community meeting . Which of the forms of communication in Exercise 1 do they talk about? why ?

Reading :

3 read the social network service page .Which of the messages are asking for help ?

4 read the social network service page again .Find the heading that is an example of the following .

Vocabulary :

5 Complete the sentences with the words in bold from the text in Exercise 3 .

Speaking :

Work in pairs .Choose one of the following community problems .

Feedback :

Assessment :

Learning Outcomes :

Home assignment : Ss are asked to complete workbook 's activities .

Evaluation :

Course : New Hello for Preparatory

Stage : Prep.....Grade 3

Unit three

Unit title : My community



Date								
Period								
Class								

Unit 3 (My community) Lesson 4 SB page 28 WB page 89

Learning Objectives

Attitude :

Skills :

Knowledge :

Reading An article about a plan to help people , a community social network page , David Copperfield , an online message about a community project .

Writing An article about how to help people , a social network message about a community problem , a survey about community

Listening A conversation about a community survey , a discussion at community meeting , people greeting and introducing each other .

Speaking Describing communities and community problems , using formal and informal introductions and greetings .

Language Present continuous for future plans and arrangements – Going to for future plans intentions – Adjectives ending in –ing or -ed

Life Skills Respect for diversity: participation , responsible behaviour.

Values Coexistence , acceptance of others , participation , respect .

Issues Citizenship , loyalty and belonging , issues of globalization , digital citizenship , Discrimination .

Teaching strategies: Brainstorming /pair work / group work /Cooperative work /Discussion &Role Play.

Resources needed : workbook /Ss book /Dictionary /Audio files(EKB) / Video per unit (EKB) .

Teaching aids : CD – the board .

Review:

Warm up :

Presentations

Vocabulary: *angry, brave, busy, clever, scary, sensible*

Structures:

Practice :

Reading

1 Ask and answer questions in pairs .

2 Read and check the answer to Exercise.

3 Read the story again and find a sentences from the story that shows that .

4 Choose the best meaning of the words in bold from the story .

Speaking :

5 Ask and answer questions in pairs .

Feedback :

Assessment :

Learning Outcomes :

Home assignment : Ss are asked to complete workbook 's activities .

Evaluation :

Course : New Hello for Preparatory

Stage : Prep.....Grade 3

Unit three

Unit title : My community



Date								
Period								
Class								

Unit 3 (My community) Lesson 5 SB page 29 WB page 90

Learning Objectives

Attitude :

Skills : :

Knowledge : :

Reading An article about a plan to help people , a community social network page , David Copperfield , an online message about a community project .

Writing An article about how to help people , a social network message about a community problem , a survey about community

Listening A conversation about a community survey , a discussion at community meeting , people greeting and introducing each other .

Speaking Describing communities and community problems , using formal and informal introductions and greetings .

Language Present continuous for future plans and arrangements – Going to for future plans intentions – Adjectives ending in –ing or -ed

Life Skills Respect for diversity: participation , responsible behaviour.

Values Coexistence , acceptance of others , participation , respect .

Issues Citizenship , loyalty and belonging , issues of globalization , digital citizenship , Discrimination .

Teaching strategies: Brainstorming /pair work / group work /Cooperative work /Discussion &Role Play.

Resources needed : workbook /Ss book /Dictionary /Audio files(EKB) / Video per unit (EKB) .

Teaching aids : CD – the board .

Review:

Warm up :

Presentations

Vocabulary:

Structures:

Practice :

Speaking

1 Discuss these questions in pairs .

2 Look at the greeting and introductions below .Write if they are formal (f) or informal (I)(some can be both)

Listening :

Listen and match the conversations 1-3 with the pictures a-c

Speaking

4 Work in groups of three. Use suitable formal or informal greeting and introductions .

Feedback :

Assessment :

Learning Outcomes :

Home assignment : Ss are asked to complete workbook 's activities .

Evaluation :

Course : New Hello for Preparatory

Stage : Prep.....Grade 3

Unit three

Unit title : My community



Date								
Period								
Class								

Unit 3 (My community) Lesson 6 SB page 30 WB page 91

Learning Objectives

Attitude :

Skills :

Knowledge :

Reading An article about a plan to help people , a community social network page , David Copperfield , an online message about a community project .

Writing An article about how to help people , a social network message about a community problem , a survey about community

Listening A conversation about a community survey , a discussion at community meeting , people greeting and introducing each other .

Speaking Describing communities and community problems , using formal and informal introductions and greetings .

Language Present continuous for future plans and arrangements – Going to for future plans intentions – Adjectives ending in –ing or -ed

Life Skills Respect for diversity: participation , responsible behaviour.

Values Coexistence , acceptance of others , participation , respect .

Issues Citizenship , loyalty and belonging , issues of globalization , digital citizenship , Discrimination .

Teaching strategies: Brainstorming /pair work / group work /Cooperative work /Discussion &Role Play.

Resources needed : workbook /Ss book /Dictionary /Audio files(EKB) / Video per unit (EKB) .

Teaching aids : CD – the board .

Review:

Warm up :

Presentations

Vocabulary:

Structures:

Practice :

Reading

1 Look at the photo of a community painting project and discuss the questions in pairs.

2 Read the message in the social network service page, and answer the questions.

3 Complete the table with the expressions in red from the message that the writer uses to do the following.

4 Look at these expressions and add them to the table in Exercise 3.

Writing

5 Write a message to a social network service about a community project.

Feedback :

Assessment :

Learning Outcomes :

Home assignment : Ss are asked to complete workbook 's activities .

Evaluation :

Course : New Hello for Preparatory

Stage : Prep.....Grade 3

Unit three

Unit title : My community



Date								
Period								
Class								

Unit 3 (My community) Lesson 7 SB page 31 WB page 92

Learning Objectives

Attitude :

Skills :

Knowledge :

Reading An article about a plan to help people , a community social network page , David Copperfield , an online message about a community project .

Writing An article about how to help people , a social network message about a community problem , a survey about community

Listening A conversation about a community survey , a discussion at community meeting , people greeting and introducing each other .

Speaking Describing communities and community problems , using formal and informal introductions and greetings .

Language Present continuous for future plans and arrangements – Going to for future plans intentions – Adjectives ending in –ing or -ed

Life Skills Respect for diversity: participation , responsible behaviour.

Values Coexistence , acceptance of others , participation , respect .

Issues Citizenship , loyalty and belonging , issues of globalization , digital citizenship , Discrimination .

Teaching strategies: Brainstorming /pair work / group work /Cooperative work /Discussion &Role Play.

Resources needed : workbook /Ss book /Dictionary /Audio files(EKB) / Video per unit (EKB) .

Teaching aids : CD – the board .

Review:

Warm up :

Presentations

Vocabulary:

Structures:

Practice :

Review

1 complete the words with the words in the box .

2 Choose the correct words to complete the dialogue .

3 Discuss these questions about community in pairs

Project

Make a poster about community .

Feedback :

Assessment :

Learning Outcomes :

Home assignment : Ss are asked to complete workbook 's activities .

Evaluation :

Course : New Hello for Preparatory

Stage : Prep.....Grade 3

Unit Review A

Unit title : Review A



Date								
Period								
Class								

Unit (ReviewA) Lesson 1 SB page 32 WB page 93

Learning Objectives

Attitude :

Skills :

Knowledge :

Reading: To choose the correct words in descriptions

Writing:

- To make a poster
- To correct mistakes in sentences (Workbook)
- To write about community (Workbook)

Speaking: To ask and answer questions about your community .

• Give students time to talk to each other, discussing these skills, and ask questions if they want.

Teaching strategies: Brainstorming /pair work / group work /Cooperative work /Discussion &Role Play.

Resources needed : workbook /Ss book /Dictionary /Audio files(EKB) / Video per unit (EKB) .

Teaching aids : CD – the board .

Review:

Warm up :

Presentations

Vocabulary:

Structures:

Practice :

Listening

1 Listen to four directions. Where do they take you to?

Speaking

2 Work in pairs. Take it in turns to be Student A and Student B. 3 Read the text again and circle the correct words. Did you know?

Reading

3 Complete the text with the correct form of the verbs in brackets.

4 Choose the correct word.

Feedback :

Assessment :

Learning Outcomes :

Home assignment : Ss are asked to complete workbook 's activities .

Evaluation :

Course : New Hello for Preparatory

Stage : Prep.....Grade 3

Unit Review A

Unit title : Review A



Date								
Period								
Class								

Unit (ReviewA) Lesson 2 SB page 94 WB page 94

Learning Objectives

Attitude :

Skills :

Knowledge :

Reading: To choose the correct words in descriptions

Writing:

- To make a poster
 - To correct mistakes in sentences (Workbook)
 - To write about community (Workbook)
- Speaking:** To ask and answer questions about community.

• Give students time to talk to each other, discussing these skills, and ask questions if they want.

Teaching strategies: Brainstorming /pair work / group work /Cooperative work /Discussion &Role Play.

Resources needed : workbook /Ss book /Dictionary /Audio files(EKB) / Video per unit (EKB) .

Teaching aids : CD – the board .

Review:

Warm up :

Presentations

Vocabulary:

Structures:

Practice :

Speaking

1 Work in pairs .

Reading :

2 Read the texts about teenagers . How do they want to help the community ?

3 complete the sentences with both...and , either ...or ,or neither ...nor

Writing

4 Write an email of about 100 words asking a friend to go to a community event. Explain where and when it is and what you can both do to help .

Feedback :

Assessment :

Learning Outcomes :

Home assignment : Ss are asked to complete workbook 's activities .

Evaluation :

Course : New Hello for Preparatory

Stage : Prep.....Grade 3

Unit Four

Unit title : Have you ever flown a plane?



Date								
Period								
Class								

Unit 4 (Have you ever flown a plane?) Lesson 1 SB page 34-35 WB page 95

Learning Objectives

Attitude :

Skills :

Knowledge :

Reading A report about experiences , texts about life experiences , The Adventures of Tom Sawyer and The Adventures of Huckleberry Finn , a text about someone 's life .

Writing A story about something that happened in your life , a timeline of a person 's life events , a biography of a a person .

Listening An interview about someone 's life , an account of something bad that happened to someone .

Speaking Talking about experiences , asking and asking questions about experiences , telling a story .

Language The past simple; the present perfect with for and since .

Life Skills Communication

Values : Work ethics

Issues : National unity

Teaching strategies: Brainstorming /pair work / group work /Cooperative work /Discussion &Role Play.

Resources needed : workbook /Ss book /Dictionary /Audio files(EKB) / Video per unit (EKB) .

Teaching aids : CD – the board .

Review:

Warm up :

Presentations

Vocabulary:

Structures:

Practice :

Discuss : Which of these things have you done ?

Find

Research

Reading1 Adam asked the people in his class about their experiences. Look at the graph and read the report . Answer the questions .

Language :2 Complete the sentences with the correct form of present perfect .

3 Work in pairs .

Writing :4 complete the sentences .

Feedback :

Assessment :

Learning Outcomes :

Home assignment : Ss are asked to complete workbook 's activities .

Evaluation :

Designed by Mr: H

Course : New Hello for Preparatory

Stage : Prep.....Grade 3

Unit Four

Unit title : Have you ever flown a plane?



Date								
Period								
Class								

Unit 4 (Have you ever flown a plane?) Lesson 2 SB page 36-37 WB page 96

Learning Objectives

Attitude :

Skills :

Knowledge :

Reading A report about experiences , texts about life experiences , The Adventures of Tom Sawyer and The Adventures of Huckleberry Finn , a text about someone 's life .

Writing A story about something that happened in your life , a timeline of a person 's life events , a biography of a a person .

Listening An interview about someone 's life , an account of something bad that happened to someone .

Speaking Talking about experiences , asking and asking questions about experiences , telling a story .

Language The past simple; the present perfect with for and since .

Life Skills Communication

Values : Work ethics

Issues : National unity

Teaching strategies: Brainstorming /pair work / group work /Cooperative work /Discussion &Role Play.

Resources needed : workbook /Ss book /Dictionary /Audio files(EKB) / Video per unit (EKB) .

Teaching aids : CD – the board .

Review:

Warm up :

Presentations

Vocabulary:

Structures:

Practice :

Speaking : 1 Ask and answer questions in pairs.

Listening : 2 Discuss the questions in pairs.

3 Listen to Talia talking to her grandmother and answer the questions.

4 Listen again and answer the questions.

Language 5 Look at these sentences from Talia's conversation and choose the correct word.

6 Complete the sentences with for or since.

Speaking 7 Work in pairs. Ask your partner questions using Howlong + the present perfect and complete the table.

Writing :

8 Use the table to write six sentences about your partner in your notebook.

Feedback :

Assessment :

Learning Outcomes :

Home assignment : Ss are asked to complete workbook 's activities .

Evaluation :

Designed by Mr: H

Course : New Hello for Preparatory

Stage : Prep.....Grade 3

Unit Four

Unit title : Have you ever flown a plane?



Date								
Period								
Class								

Unit 4 (Have you ever flown a plane?) Lesson 3 SB page 38-39 WB page 97

Learning Objectives

Attitude :

Skills :

Knowledge :

Reading A report about experiences , texts about life experiences , The Adventures of Tom Sawyer and The Adventures of Huckleberry Finn , a text about someone 's life .

Writing A story about something that happened in your life , a timeline of a person 's life events , a biography of a a person .

Listening An interview about someone 's life , an account of something bad that happened to someone .

Speaking Talking about experiences , asking and asking questions about experiences , telling a story .

Language The past simple; the present perfect with for and since .

Life Skills Communication

Values : Work ethics

Issues : National unity

Teaching strategies: Brainstorming /pair work / group work /Cooperative work /Discussion &Role Play.

Resources needed : workbook /Ss book /Dictionary /Audio files(EKB) / Video per unit (EKB) .

Teaching aids : CD – the board .

Review:

Warm up :

Presentations

Vocabulary:

Structures:

Practice :

Reading

1 Match the verbs to the life experiences .

2 Read the texts and answer the questions.

3 Read the texts again and tick the correct person or people .

Language

4 Complete the text with the past simple or present perfect form of the verbs in brackets.

Speaking

5 Work in pairs.

6 Discuss these questions in pairs.

Feedback :

Assessment :

Learning Outcomes :

Home assignment : Ss are asked to complete workbook 's activities .

Evaluation :

Course : New Hello for Preparatory

Stage : Prep.....Grade 3

Unit Four

Unit title : Have you ever flown a plane?



Date								
Period								
Class								

Unit 4 (Have you ever flown a plane?) Lesson 4 SB page 40 WB page 98

Learning Objectives

Attitude :

Skills :

Knowledge :

Reading A report about experiences , texts about life experiences , The Adventures of Tom Sawyer and The Adventures of Huckleberry Finn , a text about someone 's life .

Writing A story about something that happened in your life , a timeline of a person 's life events , a biography of a a person .

Listening An interview about someone 's life , an account of something bad that happened to someone .

Speaking Talking about experiences , asking and asking questions about experiences , telling a story .

Language The past simple; the present perfect with for and since .

Life Skills Communication

Values : Work ethics

Issues : National unity

Teaching strategies: Brainstorming /pair work / group work /Cooperative work /Discussion &Role Play.

Resources needed : workbook /Ss book /Dictionary /Audio files(EKB) / Video per unit (EKB) .

Teaching aids : CD – the board .

Review:

Warm up :

Presentations

Vocabulary:

Structures:

Practice :

Reading

1 Read the two stories Who thought somebody was lost ? Who travelled in a canoe ?

Why did they think or do these things ?

2 Look at the two words in red . Use the dictionary to check the meaning .Write the meaning in your notebook .

3 Read the two stories again . Are these sentences true (T) or false (F)? correct the false sentences .

Speaking

4 Ask and answer to questions in pairs .

Feedback :

Assessment :

Learning Outcomes :

Home assignment : Ss are asked to complete workbook 's activities .

Evaluation :

Designed by Mr: H

Course : New Hello for Preparatory

Stage : Prep.....Grade 3

Unit Four

Unit title : Have you ever flown a plane?



Date								
Period								
Class								

Unit 4 (Have you ever flown a plane?) Lesson 5 SB page 41 WB page 99

Learning Objectives

Attitude :

Skills :

Knowledge :

Reading A report about experiences , texts about life experiences , The Adventures of Tom Sawyer and The Adventures of Huckleberry Finn , a text about someone 's life .

Writing A story about something that happened in your life , a timeline of a person 's life events , a biography of a a person .

Listening An interview about someone 's life , an account of something bad that happened to someone .

Speaking Talking about experiences , asking and asking questions about experiences , telling a story .

Language The past simple; the present perfect with for and since .

Life Skills Communication

Values : Work ethics

Issues : National unity

Teaching strategies: Brainstorming /pair work / group work /Cooperative work /Discussion &Role Play.

Resources needed : workbook /Ss book /Dictionary /Audio files(EKB) / Video per unit (EKB) .

Teaching aids : CD – the board .

Review:

Warm up :

Presentations

Vocabulary:

Structures:

Practice :

Listening :1 Discuss the questions in pairs .

Listen to Nihal telling a story and answer the questions .

3 Listen to Nihal again and answer the questions .

4 Listen to Nihal again .Answer the questions .

Speaking5 You are going to tell a story about something happened in your life .

Feedback :

Assessment :

Learning Outcomes :

Home assignment : Ss are asked to complete workbook 's activities .

Evaluation :

Course : New Hello for Preparatory

Stage : Prep.....Grade 3

Unit Four

Unit title : Have you ever flown a plane?



Date								
Period								
Class								

Unit 4 (Have you ever flown a plane?) Lesson 6 SB page 42 WB page 100

Learning Objectives

Attitude :

Skills :

Knowledge :

Reading A report about experiences , texts about life experiences , The Adventures of Tom Sawyer and The Adventures of Huckleberry Finn , a text about someone 's life .

Writing A story about something that happened in your life , a timeline of a person 's life events , a biography of a a person .

Listening An interview about someone 's life , an account of something bad that happened to someone .

Speaking Talking about experiences , asking and asking questions about experiences , telling a story .

Language The past simple; the present perfect with for and since .

Life Skills Communication

Values : Work ethics

Issues : National unity

Teaching strategies: Brainstorming /pair work / group work /Cooperative work /Discussion &Role Play.

Resources needed : workbook /Ss book /Dictionary /Audio files(EKB) / Video per unit (EKB) .

Teaching aids : CD – the board .

Review:

Warm up :

Presentations

Vocabulary:

Structures:

Practice :

Reading

1 Read about Munir and answer the questions. Use your dictionary to check the meaning of difficult words. In pairs, make a poster about how to stay safe online.

2, Complete the timeline of Munir's life in your notebook.

3 Look at the expressions in red in the text. What do we use these words for?

Speaking

4 Ask and answer the questions in pairs or small groups

Writing

5 You are going to write about things that you have achieved.

Feedback :

Assessment :

Learning Outcomes :

Home assignment : Ss are asked to complete workbook 's activities .

Evaluation :

Course : New Hello for Preparatory

Stage : Prep.....Grade 3

Unit Four

Unit title : Have you ever flown a plane?



Date								
Period								
Class								

Unit 4 (Have you ever flown a plane?) Lesson 7 SB page 43 WB page 101

Learning Objectives

Attitude :

Skills :

Knowledge :

Reading A report about experiences , texts about life experiences , The Adventures of Tom Sawyer and The Adventures of Huckleberry Finn , a text about someone 's life .

Writing A story about something that happened in your life , a timeline of a person 's life events , a biography of a a person .

Listening An interview about someone 's life , an account of something bad that happened to someone .

Speaking Talking about experiences , asking and asking questions about experiences , telling a story .

Language The past simple; the present perfect with for and since .

Life Skills Communication

Values : Work ethics

Issues : National unity

Teaching strategies: Brainstorming /pair work / group work /Cooperative work /Discussion &Role Play.

Resources needed : workbook /Ss book /Dictionary /Audio files(EKB) / Video per unit (EKB) .

Teaching aids : CD – the board .

Review:

Warm up :

Presentations

Vocabulary:

Structures:

Practice :

Review

1 Complete the crosswords .

2 Write questions using the present perfect with ever .

3 Ask and answer questions in Exercise 2 in pairs . Then tell other people in the class the answers.

4 Complete the text with the past simple or present perfect . Choose the correct words for or since .

5 Look at this information and write a paragraph about what Radwa has achieved and how she did it .Use some of these words .

Feedback :

Assessment :

Learning Outcomes :

Home assignment : Ss are asked to complete workbook 's activities .

Evaluation :

Course : New Hello for Preparatory

Stage : Prep.....Grade 3

Unit Five

Unit title : Young role models



Date								
Period								
Class								

Unit 5 (Young role models) Lesson 1 SB page 44-45 WB page 102

Learning Objectives

Attitude :

Knowledge :

Reading A text about a business person , a biography of a friend , an article about a sports tournament , a biography of a tennis player

Writing A description of someone 's job , a paragraph about a tournament or a competition , a biography of a role model .

Listening A conversation about a role model ,an interview with an inventor , a conversation sharing good news .

Speaking Describing jobs , talking about sports tournaments , responding to good news .

Language The past simple and the present perfect – the present perfect with yet and already .

Life Skills Respect for diversity

Values Transparency and honesty , safety give and receive feedback

Issues: Issues of globalization , leading role models

Teaching strategies: Brainstorming /pair work / group work /Cooperative work /Discussion &Role Play.

Resources needed : workbook /Ss book /Dictionary /Audio files(EKB) / Video per unit (EKB) .

Teaching aids : CD – the board .

Review:

Warm up :

Presentations

Vocabulary:

Structures:

Practice :

Practice :

Quiz :

Research :

Find :

Reading

1 Which of the jobs from page 44 would you like to do? Why?

2 Read the text. Why do you think Gamal likes his job ?

3 Read the text again. Choose the correct words.

Language

4 Complete the sentences with the present perfect or past simple form of the verb in brackets.

Writing :

5 Write about someone in your family with an interesting job. Answer these questions.

Feedback :

Assessment :

Learning Outcomes :

Home assignment : Ss are asked to complete workbook 's activities .

Evaluation :

Designed by Mr: H

Course : New Hello for Preparatory

Stage : Prep.....Grade 3

Unit Five

Unit title : Young role models



Date								
Period								
Class								

Unit 5 (Young role models) Lesson 2 SB page 46-47 WB page 103

Learning Objectives

Attitude :

Skills :

Reading A text about a business person , a biography of a friend , an article about a sports tournament , a biography of a tennis player

Writing A description of someone 's job , a paragraph about a tournament or a competition , a biography of a role model .

Listening A conversation about a role model ,an interview with an inventor , a conversation sharing good news .

Speaking Describing jobs , talking about sports tournaments , responding to good news .

Language The past simple and the present perfect – the present perfect with yet and already .

Life Skills Respect for diversity

Values Transparency and honesty , safety give and receive feedback

Issues: Issues of globalization , leading role models

Teaching strategies: Brainstorming /pair work / group work /Cooperative work /Discussion &Role Play.

Resources needed : workbook /Ss book /Dictionary /Audio files(EKB) / Video per unit (EKB) .

Teaching aids : CD – the board .

Review:

Warm up :

Presentations

Vocabulary:

Structures:

Practice :

Reading

1 Read the article quickly . What did Samar design ?

2 Read the article again and complete the sentences . Use the dictionary for difficult words .

Speaking :

3 Work in pairs .Ask and answer questions .

4 Discuss these questions in pairs

Listening

5 Listen to a discussion about the campaigner Magdy Abdel Sayed and choose the correct answer.

6 Listen to the conversation again and complete the notes about Magdy's achievements.

Writing

7 Write a short text about Magdy Abdel Sayed. Use the information from the notes in Exercise 6.

Feedback :

Assessment :

Learning Outcomes :

Home assignment : Ss are asked to complete workbook 's activities .

Evaluation :

Designed by Mr: H

Course : New Hello for Preparatory

Stage : Prep.....Grade 3

Unit Five

Unit title : Young role models



Date								
Period								
Class								

Unit 5 (Young role models) Lesson 3 SB page 48-49 WB page 104

Learning Objectives

Attitude :

Skills :

Knowledge :

Reading A text about a business person , a biography of a friend , an article about a sports tournament , a biography of a tennis player

Writing A description of someone 's job , a paragraph about a tournament or a competition , a biography of a role model .

Listening A conversation about a role model ,an interview with an inventor , a conversation sharing good news .

Speaking Describing jobs , talking about sports tournaments , responding to good news .

Language The past simple and the present perfect – the present perfect with yet and already .

Life Skills Respect for diversity

Values Transparency and honesty , safety give and receive feedback

Issues: Issues of globalization , leading role models

Teaching strategies: Brainstorming /pair work / group work /Cooperative work /Discussion &Role Play.

Resources needed : workbook /Ss book /Dictionary /Audio files(EKB) / Video per unit (EKB) .

Teaching aids : CD – the board .

Review:

Warm up :

Presentations

Vocabulary:

Structures:

Practice :

Reading :

1 Read Judy 's biography of her friend Aya .Tick things that Aya has done in her life .

2 Match to make sentences about Aya .

Language

3 Reorder the words to make sentences or questions in the present perfect.

Listening

4 Listen to the interview. What has Haytham created? What does it do? ijr

5 Listen again. Complete the sentences with the correct form of the present perfect and already or yet

Speaking

6 Look at the list in Exercise 1. Discuss the questions in pairs.

Feedback :

Assessment :

Learning Outcomes :

Home assignment : Ss are asked to complete workbook 's activities .

Evaluation :

Course : New Hello for Preparatory

Stage : Prep.....Grade 3

Unit Five

Unit title : Young role models



Date								
Period								
Class								

Unit 5 (Young role models) Lesson 4 SB page 50 WB page 105

Learning Objectives

Attitude :

Skills :

Knowledge :

Reading A text about a business person , a biography of a friend , an article about a sports tournament , a biography of a tennis player

Writing A description of someone 's job , a paragraph about a tournament or a competition , a biography of a role model .

Listening A conversation about a role model ,an interview with an inventor , a conversation sharing good news .

Speaking Describing jobs , talking about sports tournaments , responding to good news .

Language The past simple and the present perfect – the present perfect with yet and already .

Life Skills Respect for diversity

Values Transparency and honesty , safety give and receive feedback

Issues: Issues of globalization , leading role models

Teaching strategies: Brainstorming /pair work / group work /Cooperative work /Discussion &Role Play.

Resources needed : workbook /Ss book /Dictionary /Audio files(EKB) / Video per unit (EKB) .

Teaching aids : CD – the board .

Review:

Warm up :

Presentations

Vocabulary:

Structures:

Practice :

Reading

1 Discuss these questions in pairs.

2 Read the newspaper article quickly and answer the questions.

3 Match the words from the article 1-5 with the words that have a similar meaning a-e.

4 Read the article again. Are these sentences true (T) or false (F)? Correct the false sentences.

Speaking

5 Work in small groups. Discuss these questions.

Feedback :

Assessment :

Learning Outcomes :

Home assignment : Ss are asked to complete workbook 's activities .

Evaluation :

Course : New Hello for Preparatory

Stage : Prep.....Grade 3

Unit Five

Unit title : Young role models



Date								
Period								
Class								

Unit 5 (Young role models) Lesson 5 SB page 51 WB page 106

Learning Objectives

Attitude :

Skills :

Knowledge :

Reading A text about a business person , a biography of a friend , an article about a sports tournament , a biography of a tennis player

Writing A description of someone 's job , a paragraph about a tournament or a competition , a biography of a role model .

Listening A conversation about a role model ,an interview with an inventor , a conversation sharing good news .

Speaking Describing jobs , talking about sports tournaments , responding to good news .

Language The past simple and the present perfect – the present perfect with yet and already .

Life Skills Respect for diversity

Values Transparency and honesty , safety give and receive feedback

Issues: Issues of globalization , leading role models

Teaching strategies: Brainstorming /pair work / group work /Cooperative work /Discussion &Role Play.

Resources needed : workbook /Ss book /Dictionary /Audio files(EKB) / Video per unit (EKB) .

Teaching aids : CD – the board .

Review:

Warm up :

Presentations

Vocabulary:

Structures:

Practice :

Listening

Listening

1 Discuss this question in pairs. When someone wins an award or a competition, what can you say?

2 Listen to Fareeda. What is the good news she is telling her friend, Malak?

3 Listen again and answer the questions

4 Listen again. Complete the phrases that Malak uses to respond to Fareeda's news. Speaking

5 Work in pairs. Take turns to be A and B.2 Listen again and put these pictures in the correct order.

Feedback :

Assessment :

Learning Outcomes :

Home assignment : Ss are asked to complete workbook 's activities .

Evaluation :

Course : New Hello for Preparatory

Stage : Prep.....Grade 3

Unit Five

Unit title : Young role models



Date								
Period								
Class								

Unit 5 (Young role models) Lesson 6 SB page 52 WB page 107

Learning Objectives

Attitude :

Skills :

Knowledge :

Reading A text about a business person , a biography of a friend , an article about a sports tournament , a biography of a tennis player

Writing A description of someone 's job , a paragraph about a tournament or a competition , a biography of a role model .

Listening A conversation about a role model ,an interview with an inventor , a conversation sharing good news .

Speaking Describing jobs , talking about sports tournaments , responding to good news .

Language The past simple and the present perfect – the present perfect with yet and already .

Life Skills Respect for diversity

Values Transparency and honesty , safety give and receive feedback

Issues: Issues of globalization , leading role models

Teaching strategies: Brainstorming /pair work / group work /Cooperative work /Discussion &Role Play.

Resources needed : workbook /Ss book /Dictionary /Audio files(EKB) / Video per unit (EKB) .

Teaching aids : CD – the board .

Review:

Warm up :

Presentations

Vocabulary:

Structures:

Practice :

Reading :

1 Put these sentences from a biography about Nada Zaher in the correct order . Find the meaning of new words in your dictionary .

2 Read the biography again then ask and answer the questions .

Writing :

3 Look at these notes about the swimmer Ali Khalafalla , and put them in order.

Feedback :

Assessment :

Learning Outcomes :

Home assignment : Ss are asked to complete workbook 's activities .

Evaluation :

Course : New Hello for Preparatory

Stage : Prep.....Grade 3

Unit Five

Unit title : Young role models



Date								
Period								
Class								

Unit 5 (Young role models) Lesson 7 SB page 53 WB page 108

Learning Objectives

Attitude :

Skills :

Knowledge :

Reading A text about a business person , a biography of a friend , an article about a sports tournament , a biography of a tennis player

Writing A description of someone 's job , a paragraph about a tournament or a competition , a biography of a role model .

Listening A conversation about a role model ,an interview with an inventor , a conversation sharing good news .

Speaking Describing jobs , talking about sports tournaments , responding to good news .

Language The past simple and the present perfect – the present perfect with yet and already .

Life Skills Respect for diversity

Values Transparency and honesty , safety give and receive feedback

Issues: Issues of globalization , leading role models

Teaching strategies: Brainstorming /pair work / group work /Cooperative work /Discussion &Role Play.

Resources needed : workbook /Ss book /Dictionary /Audio files(EKB) / Video per unit (EKB) .

Teaching aids : CD – the board .

Review:

Warm up :

Presentations

Vocabulary:

Structures:

Practice :

Review

1 Work in pairs. Take turns to be A and B.

2 Discuss these questions in pairs.

3 Complete the dialogue with these words. Then listen and check your answers.

Project

Make a fact file about a young role model.

Feedback :

Assessment :

Learning Outcomes :

Home assignment : Ss are asked to complete workbook 's activities .

Evaluation :

Course : New Hello for Preparatory

Stage : Prep.....Grade 3 **Unit Six**

Unit title : What 's wrong?



Date								
Period								
Class								

Unit 6 (What 's wrong?) Lesson 1 SB page 54-55 WB page 109

Learning Objectives

Attitude :

Skills :

Knowledge :

Reading An online problem page, a blog about a problem, a news article about mindfulness, a case study about a problem.

Writing A response to a blog, an email, apology, a poster helping people with mental health.

Listening A conversation about teenage problems, a discussion about mindfulness, people talking about and responding to problems.

Speaking Discussing teenage worries, showing that you are listening, suggesting solutions to problems.

Language Must, mustn't, have to, don't have to, should, shouldn't, might – had to, didn't have to, was /wasn't able to, could, couldn't

Life skills : Empathy

Values : Objectivity, good listening to others, self-esteem and coexistence

Issues : Health and population, therapeutic health, preventative

Teaching strategies: Brainstorming /pair work / group work /Cooperative work /Discussion &Role Play.

Resources needed : workbook /Ss book /Dictionary /Audio files(EKB) / Video per unit (EKB) .

Teaching aids : CD – the board .

Review:

Warm up :

Presentations

Vocabulary:

Structures:

Practice :

Discuss:

Research :

Find :

Listening1 Listen to Hisham and Kamal talking about the website on page 54. What problems do they talk about?

2 Complete these sentences from the conversation in Exercise 1 with the words in the box. Then listen and check your answers.

3 Discuss these questions in pairs.

Reading 4 Read the text. What are the positive and negative things it says about social media? Speaking

5 Discuss the questions in pairs.

Feedback :

Assessment :

Learning Outcomes :

Home assignment : Ss are asked to complete workbook 's activities .

Evaluation :

Designed by Mr: H

Course : New Hello for Preparatory

Stage : Prep.....Grade 3 **Unit Six**

Unit title : What 's wrong?



Date								
Period								
Class								

Unit 6 (What 's wrong?) Lesson 2 SB page 56-57 WB page 110

Learning Objectives

Attitude :

Skills :

Knowledge :

Reading An online problem page, a blog about a problem, a news article about mindfulness, a case study about a problem.

Writing A response to a blog, an email, apology, a poster helping people with mental health.

Listening A conversation about teenage problems, a discussion about mindfulness, people talking about and responding to problems.

Speaking Discussing teenage worries, showing that you are listening, suggesting solutions to problems.

Language Must, mustn't, have to, don't have to, should, shouldn't, might – had to, didn't have to, was /wasn't able to, could, couldn't

Life skills : Empathy

Values : Objectivity, good listening to others, self-esteem and coexistence

Issues : Health and population, therapeutic health, preventative

Teaching strategies: Brainstorming /pair work / group work /Cooperative work /Discussion &Role Play.

Resources needed : workbook /Ss book /Dictionary /Audio files(EKB) / Video per unit (EKB) .

Teaching aids : CD – the board .

Review:

Warm up :

Presentations

Vocabulary:

Structures:

Practice :

Reading1 Read the texts quickly and answer the questions. Use your dictionary for difficult words.

2 Read the texts again and answer the questions.

Speaking 3 Discuss the questions in pairs.

Reading:4 Read andmatch the these answers a-c to the people who have the problems in Exercise 1 Do you think it is a good advice ? why ?

Writing :

5 Read the problem and then write the advice in your notebook . use some of the verbs from the remember box .

Feedback :

Assessment :

Learning Outcomes :

Home assignment : Ss are asked to complete workbook 's activities .

Evaluation :

Course : New Hello for Preparatory

Stage : Prep.....Grade 3 **Unit Six**

Unit title : What 's wrong?



Date								
Period								
Class								

Unit 6 (What 's wrong?) Lesson 3 SB page 58-59 WB page 111

Learning Objectives

Attitude :

Skills :

Knowledge :

Reading An online problem page, a blog about a problem , a news article about mindfulness , a case study about a problem .

Writing A response to a blog , an email , apology , a poster helping people with mental health .

Listening A conversation about teenage problems , a discussion about mindfulness , people talking about and responding to problems .

Speaking Discussing teenage worries , showing that you are listening , suggesting solutions to problems .

Language Must , mustn't , have to , don't have to , should , shouldn't , might – had to , didn't have to , was /wasn't able to , could , couldn't

Life skills : Empathy

Values : Objectivity , good listening to others , self-esteem and coexistence

Issues : Health and population , therapeutic health , preventative

Teaching strategies: Brainstorming /pair work / group work /Cooperative work /Discussion &Role Play.

Resources needed : workbook /Ss book /Dictionary /Audio files(EKB) / Video per unit (EKB) .

Teaching aids : CD – the board .

Review:

Warm up :

Presentations

Vocabulary:

Structures:

Practice :

Reading 1 Read the blog quickly and answer the questions . use the dictionary for difficult words .

2 Read the blog again and answer the questions.

Speaking 3 Discuss the questions in pairs.

Language 4 Complete the sentences with had to, didn't have to, was able to, wasn't able, could or couldn't

Writing

5 Imagine that you are Hussein. Continue the email below saying you are sorry to Eyad.

Feedback :

Assessment :

Learning Outcomes :

Home assignment : Ss are asked to complete workbook 's activities .

Evaluation :

Course : New Hello for Preparatory

Stage : Prep.....Grade 3 **Unit Six**

Unit title : What 's wrong?



Date								
Period								
Class								

Unit 6 (What 's wrong?) Lesson 4 SB page 60 WB page 112

Learning Objectives

Attitude :

Skills :

Knowledge :

Reading An online problem page, a blog about a problem, a news article about mindfulness, a case study about a problem.

Writing A response to a blog, an email, apology, a poster helping people with mental health.

Listening A conversation about teenage problems, a discussion about mindfulness, people talking about and responding to problems.

Speaking Discussing teenage worries, showing that you are listening, suggesting solutions to problems.

Language Must, mustn't, have to, don't have to, should, shouldn't, might – had to, didn't have to, was /wasn't able to, could, couldn't

Life skills : Empathy

Values : Objectivity, good listening to others, self-esteem and coexistence

Issues : Health and population, therapeutic health, preventative

Teaching strategies: Brainstorming /pair work / group work /Cooperative work /Discussion &Role Play.

Resources needed : workbook /Ss book /Dictionary /Audio files(EKB) / Video per unit (EKB).

Teaching aids : CD – the board .

Review:

Warm up :

Presentations

Vocabulary:

Structures:

Practice :

Reading

1 Read the definition of mindfulness. Which three things do you think people do in a mindfulness class ?Discuss in pairs .

2 Read the text and check your answers to Exercise 1. Use the dictionary for difficult words .

Listening :

3 Listen to some students talking about mindfulness . Put the following things they mention in the correct order.

4 Listen to the students again and answer the questions .

Speaking :5 Discuss the questions in pairs .

Feedback :

Assessment :

Learning Outcomes :

Home assignment : Ss are asked to complete workbook 's activities .

Evaluation :

Course : New Hello for Preparatory

Stage : Prep.....Grade 3 **Unit Six**

Unit title : What 's wrong?



Date								
Period								
Class								

Unit 6 (What 's wrong?) Lesson 5 SB page 61 WB page 113

Learning Objectives

Attitude :

Skills :

Knowledge :

Reading An online problem page, a blog about a problem , a news article about mindfulness , a case study about a problem .

Writing A response to a blog , an email , apology , a poster helping people with mental health .

Listening A conversation about teenage problems , a discussion about mindfulness , people talking about and responding to problems .

Speaking Discussing teenage worries , showing that you are listening , suggesting solutions to problems .

Language Must , mustn't , have to , don't have to , should , shouldn't , might – had to , didn't have to , was /wasn't able to , could , couldn't

Life skills : Empathy

Values : Objectivity , good listening to others , self-esteem and coexistence

Issues : Health and population , therapeutic health , preventative

Teaching strategies: Brainstorming /pair work / group work /Cooperative work /Discussion &Role Play.

Resources needed : workbook /Ss book /Dictionary /Audio files(EKB) / Video per unit (EKB) .

Teaching aids : CD – the board .

Review:

Warm up :

Presentations

Vocabulary:

Structures:

Practice :

Speaking

1 Work in pairs .Tick () what you think a good listener does .

Listening :

2 Listen to four conversations and answer the questions .

3 Listen to the conversations again and complete the expressions the speakers use to show that they are listening.

Speaking :

4 Work in pairs . Take turns to be Aand B .

Feedback :

Assessment :

Learning Outcomes :

Home assignment : Ss are asked to complete workbook 's activities .

Evaluation :

Course : New Hello for Preparatory

Stage : Prep.....Grade 3 **Unit Six**

Unit title : What 's wrong?



Date								
Period								
Class								

Unit 6 (What 's wrong?) Lesson 6 SB page 62 WB page 114

Learning Objectives

Attitude :

Skills :

Knowledge :

Reading An online problem page, a blog about a problem , a news article about mindfulness , a case study about a problem .

Writing A response to a blog , an email , apology , a poster helping people with mental health .

Listening A conversation about teenage problems , a discussion about mindfulness , people talking about and responding to problems .

Speaking Discussing teenage worries , showing that you are listening , suggesting solutions to problems .

Language Must , mustn't , have to , don't have to , should , shouldn't , might – had to , didn't have to , was /wasn't able to , could , couldn't

Life skills : Empathy

Values : Objectivity , good listening to others , self-esteem and coexistence

Issues : Health and population , therapeutic health , preventative

Teaching strategies: Brainstorming /pair work / group work /Cooperative work /Discussion &Role Play.

Resources needed : workbook /Ss book /Dictionary /Audio files(EKB) / Video per unit (EKB) .

Teaching aids : CD – the board .

Review:

Warm up :

Presentations

Vocabulary:

Structures:

Practice :

Reading

1 Read about Dalia 's day . Which parts of the day are positive for her ?Which are negative ? Use the dictionary for difficult words .

2 Read the text again and answer the questions.

3 Discuss the questions in pairs .

4 How can you help Dalia ? Discuss your ideas with the class .What do you all agree on ?

Writing3 Write a review of a café (it does not have to be real).

Feedback :

Assessment :

Learning Outcomes :

Home assignment : Ss are asked to complete workbook 's activities .

Evaluation :

Course : New Hello for Preparatory

Stage : Prep.....Grade 3 **Unit Six**

Unit title : What 's wrong?



Date								
Period								
Class								

Unit 6 (What 's wrong?) Lesson 7 SB page 63 WB page 115

Learning Objectives

Attitude :

Skills :

Knowledge :

Reading An online problem page, a blog about a problem, a news article about mindfulness, a case study about a problem.

Writing A response to a blog, an email, apology, a poster helping people with mental health.

Listening A conversation about teenage problems, a discussion about mindfulness, people talking about and responding to problems.

Speaking Discussing teenage worries, showing that you are listening, suggesting solutions to problems.

Language Must, mustn't, have to, don't have to, should, shouldn't, might – had to, didn't have to, was /wasn't able to, could, couldn't

Life skills : Empathy

Values : Objectivity, good listening to others, self-esteem and coexistence

Issues : Health and population, therapeutic health, preventative

Teaching strategies: Brainstorming /pair work / group work /Cooperative work /Discussion &Role Play.

Resources needed : workbook /Ss book /Dictionary /Audio files(EKB) / Video per unit (EKB) .

Teaching aids : CD – the board .

Review:

Warm up :

Presentations

Vocabulary:

Structures:

Practice :

Review

1 Complete the text messages with words from the box.

2 Choose the correct words to complete the sentences.

Project

Make a poster about teenage problems.

Feedback :

Assessment :

Learning Outcomes :

Home assignment : Ss are asked to complete workbook 's activities .

Evaluation :

Course : New Hello for Preparatory

Stage : Prep.....Grade 3 **Unit Review B**

Unit title : Review B



Date								
Period								
Class								

Unit 6 (Review B) Lesson 1 SB page 64 WB page 116

Learning Objectives

Attitude :

Skills :

Knowledge :

Reading: complete the text

Listening: listen to two conversations . which two problems do speakers talk about ?

Teaching strategies: Brainstorming /pair work / group work /Cooperative work /Discussion &Role Play.

Resources needed : workbook /Ss book /Dictionary /Audio files(EKB) / Video per unit (EKB) .

Teaching aids : CD – the board .

Review:

Warm up :

Presentations

Vocabulary:

Structures:

Practice :

Reading

Reading

1 Complete the text with the correct form of the verbs in brackets. Use your dictionary for difficult words.

2 Read some more facts about Aya and choose the correct word.

Listening

3 Listen to two conversations. Which two problems do the speakers talk about?

4 Listen again and answer the questions.

Feedback :

Assessment :

Learning Outcomes :

Home assignment : Ss are asked to complete workbook 's activities .

Evaluation :

Course : New Hello for Preparatory

Stage : Prep.....Grade 3 **Unit Review B**

Unit title : Review B



Date								
Period								
Class								

Unit 6 (Review B) Lesson 2 SB page 65 WB page 117

Learning Objectives

Attitude :

Skills :

Knowledge :

Vocabulary : choose the correct word

Speaking : work in pairs . Read about fact file , then ask and answer questions to complete the information

Writing : write a paragraph about goals and achievements .

Teaching strategies: Brainstorming /pair work / group work /Cooperative work /Discussion &Role Play.

Resources needed : workbook /Ss book /Dictionary /Audio files(EKB) / Video per unit (EKB) .

Teaching aids : CD – the board .

Review:

Warm up :

Presentations

Vocabulary:

Structures:

Practice :

Vocabulary :

1 Choose the correct word .

Speaking

2 Work in pairs. Read one fact file each about Kamal . Then ask and answer questions to complete the information .

Writing :

Write a paragraph about your goals and achievements . Think about the following questions .

Feedback :

Assessment :

Learning Outcomes :

Home assignment : Ss are asked to complete workbook 's activities .

Evaluation :

Course : New Hello for Preparatory

Stage : Prep.....Grade 3 **Revision**

Unit title : Revision



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